

ELLOREE ELEMENTARY

PO Drawer 810/200 Warrior Drive
Elloree, South Carolina 29047

GRADES K-6 Elementary School

ENROLLMENT 350 Students

PRINCIPAL Janie N. Dease 803-897-2233

SUPERINTENDENT Dr. David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	9	50	43	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

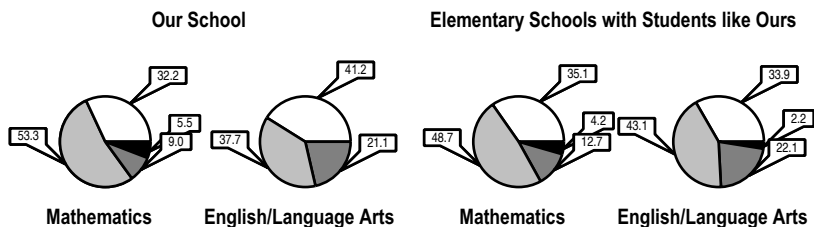
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	200	99.5	40.9	37.9	21.2	0.0	30.3	Yes	Yes
Gender									
Male	96	99.0	51.1	33.0	16.0	0.0	19.1		
Female	104	100.0	31.7	42.3	26.0	0.0	40.4		
Racial/Ethnic Group									
White	22	100.0	33.3	28.6	38.1	0.0	47.6	I/S	I/S
African-American	177	99.4	41.5	39.2	19.3	0.0	28.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	161	99.4	32.7	41.5	25.8	0.0	36.5		
Disabled	39	100.0	74.4	23.1	2.6	0.0	5.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	99.5	40.9	37.9	21.2	0.0	30.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	99.5	40.6	38.1	21.3	0.0	30.5		
Socio-Economic Status									
Subsidized meals	193	99.5	42.4	38.2	19.4	0.0	28.3	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	200	100.0	32.2	53.3	9.0	5.5	29.6	Yes	Yes
Gender									
Male	96	100.0	33.7	55.8	6.3	4.2	26.3		
Female	104	100.0	30.8	51.0	11.5	6.7	32.7		
Racial/Ethnic Group									
White	22	100.0	23.8	38.1	14.3	23.8	52.4	I/S	I/S
African-American	177	100.0	32.8	55.4	8.5	3.4	27.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	161	100.0	25.6	56.9	10.6	6.9	33.1		
Disabled	39	100.0	59.0	38.5	2.6	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	32.2	53.3	9.0	5.5	29.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	199	100.0	31.8	53.5	9.1	5.6	29.8		
Socio-Economic Status									
Subsidized meals	193	100.0	33.3	53.6	8.3	4.7	27.6	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	65	93.8	26.4	39.6	32.1	1.9	34.0
	Grade 4	74	97.3	29.8	47.4	22.8	N/A	22.8
	Grade 5	65	96.9	57.4	38.9	3.7	N/A	3.7
	Grade 6	73	98.6	45.2	41.9	11.3	1.6	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	100.0	24.3	29.7	45.9	N/A	45.9
	Grade 4	54	98.2	37.7	41.5	20.8	N/A	20.8
	Grade 5	56	100.0	39.3	46.4	14.3	N/A	14.3
	Grade 6	53	100.0	58.5	32.1	9.4	N/A	9.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	65	96.9	20.8	56.6	17.0	5.7	22.6
	Grade 4	74	93.2	32.8	55.2	6.9	5.2	12.1
	Grade 5	65	98.5	57.4	35.2	7.4	N/A	7.4
	Grade 6	73	97.3	40.3	46.8	12.9	N/A	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	100.0	27.0	70.3	2.7	N/A	2.7
	Grade 4	54	100.0	38.9	37.0	13.0	11.1	24.1
	Grade 5	56	100.0	28.6	57.1	5.4	8.9	14.3
	Grade 6	53	100.0	34.0	52.8	13.2	N/A	13.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 350)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.0%	N/A	3.7%	2.7%
Attendance rate	97.9%	Up from 94.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%		5.7%	3.5%
Eligible for gifted and talented	7.1%	Up from 5.1%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.4%	Down from 8.1%	8.0%	8.2%
Older than usual for grade	0.3%	Down from 0.5%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	63.3%	Up from 58.8%	47.8%	51.4%
Continuing contract teachers	90.0%	Up from 88.2%	78.6%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.6%		3.5%	0.0%
Teachers returning from previous year	91.5%	Up from 87.7%	82.1%	86.7%
Teacher attendance rate	95.8%	Up from 95.2%	94.7%	94.9%
Average teacher salary	\$43,540	Up 2.8%	\$38,993	\$40,760
Prof. development days/teacher	5.0 days	Down from 8.9 days	13.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	10.8 to 1	No change	17.0 to 1	18.9 to 1
Prime instructional time	92.2%	Up from 88.5%	88.9%	90.0%
Dollars spent per pupil*	\$8,415	No change	\$7,033	\$6,044
Percent of expenditures for teacher salaries*	65.6%	Up from 56.4%	63.9%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goals implemented during the 2003-2004 academic year at Ellore Elementary School continue to reflect the major points indicated in our School Renewal Plan: researching strategies to increase students' scores in grades 3-6 on PACT, with emphasis on English and math; extending professional staff development opportunities for teachers; and developing stronger parental, school, and community support. The activities listed below are outgrowths of the 2003-2004 goals listed above.

The local curriculum for math, based on state standards and developed by District math teachers during Summer 2002, was used by our math teachers at Ellore Elementary School during 2002-2003. Positive gains were recognized in the 2003 math PACT scores (in grades 3-6) as a result of this aggressive activity.

Academic assistance (e.g., the Afterschool Comprehensive Remediation Program and the Homework Center) was available to remediate students with academic deficiencies in math, English, science, and social studies. Five (5) Saturday Academy workshops were also held to assist students in preparation for PACT 2004.

Specialty area consultants in English, math, science, and social studies were utilized to maximize teaching and learning opportunities and to enhance professional growth options during the 2003-2004 school year. Staff members participated in their first offsite retreat which concentrated on "Teamwork: The Key to Creating a Healthy School and Community for Our Youth."

Activities were organized to provide support, assistance, guidance, and resources to parents and their youngsters in grades Child Development through six. Members of the Lake Marion Kiwanis Club recognized students again this year at PTA meetings for modeling exemplary behavior, improving their academic/study skills, and demonstrating unselfish acts of kindness.

Noteworthy activities/programs were organized to connect the home, school, and community. Events included our first schoolwide field trip on December 8, 2003, to the Dixie Stampede in Myrtle Beach, SC, where 453 students, teachers, and parents participated. Our second Family Retreat was held on February 28, 2004, where medical, legal, and educational issues were discussed in workshops on campus. Our second schoolwide field trip was to Santee State Park on May 21. Over 500 students, teachers, and parents participated in our "Change of School Site Celebration" during this outing.

The school's recognition as a Silver Award recipient in the 2003-2004 Palmetto Gold and Silver Awards Program was an exciting and positive experience for our 353 students this year. Such an honor prompted students in grades 3-6 to "Go for the Gold" Award in 2004-2005 by working long, hard, and seriously on PACT 2004.

Janie N. Dease, Principal
Vivian Williams, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	37	28
Percent satisfied with learning environment	81.3%	86.1%	85.2%
Percent satisfied with social and physical environment	87.5%	82.9%	81.5%
Percent satisfied with home-school relations	56.7%	91.7%	74.1%

*Only students at the highest elementary school grade level at this school and their parents were included.